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Representative English Literature from Chaucer to Tennyson. By HENRY S. PANCOAST. New York : Henry Holt and Company. Size $5\frac{1}{4}$ x 8 in. pp. xiii + 514.

Mr. Pancoast has made a good book. He has tried to help the student to study the representative master pieces of the great epochs of English Literature in the light of the men and the time which produced them, to make him feel further that every literary epoch is but an episode in a continuous and intelligible story of literary development. This avowed purpose he has worthily embodied. He divides the work into four parts, the Period of Preparation, the Period of Italian Influence, the Period of French Influence, and the Modern English Period. Probably he himself would not claim that these divisions are final. Certainly any division of this kind must be largely arbitrary. He has given a good deal of space to the history and interpretation of the literature, accompanying somewhat extended extracts. The commentary is sane, judicious and appreciative. There is nothing in the book to shock conventional pedagogical conceptions ; it is altogether a commendable work. There are numerous and valuable tables, a literary map which is at least interesting, a glossary to Chaucer's selections, rich notes and references, all of which add immensely to the practical usefulness of the volume. There is such an infinite variety of English classics for school use now issued from the press, that it seems hardly necessary to include extended extracts in a work of this kind. Valuable as the complete work is, a separate edition of the part that is Mr. Pancoast's own, would probably find even a wider circle of users.

C. H. Thurber.

Report of the Commissioner of Education for 1889-90. Two Volumes. Washington : Government Printing Office.

The second annual report of Dr. Harris as Commissioner of Education which has just appeared from the Government Printing Office is a most valuable contribution to pedagogical literature, and amply justifies the high expectations that were raised among educators when Dr. Harris was called to this post. It is impossible in a brief review to convey any impression of the enormous amount of statistical and other information on the school systems of the entire civilized world which is contained in these volumes. Volume I is occupied entirely with reports on the educational systems of the various countries, compiled in the main by different specialists. Among the more important are the Educational Congress at Paris in 1889 ; the Educational System of Scotland ; the Educational System of England ; Educational System of France ; Education in Germany ; the Higher Schools of Prussia and the School Conference of 1890 ; Education in Austria-Hungary, and a brief statement of the school systems of Prussia, Aus-